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ABSTRACT

Teacher career development deals with changes teachers experience throughout their careers, in: (1) job skills, knowledge, and behaviors; (2) attitudes and outlooks toward teaching; and (3) job events and advancement. A growing body of research indicates that teachers have different job skills, knowledge, behaviors, attitudes, and concerns at different points in their careers, and that these changes follow a regular developmental pattern. A study, useful for discussing and developing plans for professional growth, evaluates teachers' survival, adjustment, and mature stages. Administrators and supervisors should become familiar with the new research on teacher career development so that they can provide appropriate assistance for teachers, whether they are in the induction phase or nearing retirement. Teacher educators should examine and revise content in teacher training programs to prepare students for their first year of teaching. Information about teacher career development also would enable preservice teachers to be aware of and anticipate professional changes which they might experience. Questions about the value and characteristics of teacher career development, as well as on the responsibility of teacher educators, remain to be answered. (FG)

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Implications of Teacher Career Development: New Roles for Teachers, Administrators, and Professors

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When examining the future of teaching as a profession, educators cannot ignore the developmental changes teachers experience throughout their careers. Information about these changes provides insight into the nature of teaching and teacher growth, and provides a data base for teachers, administrators, and professors to improve teaching.

This paper will: (1) define teacher career development; (2) briefly review research on teacher career development; (3) discuss the value of the stages of teacher career development model; (4) identify new roles for teachers, administrators, and professors when considering teacher career development; and (5) identify central questions to be considered when adjusting educators' roles based on teacher career development information.

Teacher Career Development Defined

Teacher career development deals with changes teachers experience throughout their careers in: (1) job skills, knowledge, and behaviors - in areas such as teaching methods, discipline strategies, curriculum, planning, rules and procedures; (2) attitudes and outlooks - in areas such as images of teaching, professional confidence and maturity, willingness to try new teaching methods, satisfactions, concerns, values, and beliefs; and (3) job events - in areas such as changes in grade level, school, or district; involvement in additional professional responsibilities; and age of entry and retirement.

Teacher Career Development Research

A growing body of research indicates that teachers have different job skills, knowledge, behaviors, attitudes, and concerns at different points in their careers (e.g. Burden, 1979, 1980; Fuller, 1969, 1970; Fuller and Bown, 1975; Newman, 1978; Peterson, 1978), and that these changes follow a regular developmental

pattern. These studies provide evidence for stages in teachers' career development.

Experienced teachers' perceptions of their personal and professional development for their entire careers were reported by Burden (1979, 1980). Details concerning research design, methodology, and findings can be found in these earlier reports. Briefly stated, evidence emerged for three stages of development in the early part of a teaching career. Stage I, a survival stage, occurred during the first year of teaching. The teachers reported their limited knowledge of teaching activities and environment; they were subject-centered and felt they had little professional insight; they lacked confidence and were unwilling to try new methods; they found themselves conforming to their preconceived image of "teacher." Stage II, an adjustment stage, occurred for these teachers in the second through fourth years. The teachers reported that during this period they were learning a great deal about planning and organization, about children, curriculum, and methods. They gradually gained confidence in themselves and began to discover that students are people. Stage III, the mature stage, was comprised of the fifth and subsequent years of teaching. Teachers in this stage felt they had a good command of teaching activities and the environment. They were more child-centered, felt confident and secure, and were willing to try new teaching methods. They found they had gradually abandoned their image of "teacher," had gained professional insight, and felt they could handle most new situations that might arise. A summary of these developmental characteristics reported in Burden's study (1979, 1980) is displayed in Table 1.

Fuller (1969, 1970) proposed three phases of teacher development. The three phases of concerns were: (1) self, (2) self as teacher, and (3) pupils. Fuller and Bown (1975) reported four stages of teacher concerns: (1) preteaching concerns, (2) early concerns about self, (3) teaching situation concerns,

and (4) concerns about pupils.

Tentative stages of a teaching career emerged in Newman's (1978) interview study with experienced teachers. Changes in attitudes, satisfactions, mobility, and professional behaviors were identified for each decade of the teaching career. Peterson (1978) reported that the teaching career could be divided into three attitudinal phases. Other research studies which have examined only part of teachers' careers (e.g. only the first year or the first few years) seem to confirm these stages of teacher career development.

Value of the Stage Model

The studies reviewed above, and others, identify stages of teacher career development in different ways. Additional studies are needed to identify and clarify developmental characteristics and influences. Theoretical papers also would be useful in this process. One stage model for teacher career development has not emerged.

Nevertheless, the recognition of stages of teacher career development can be useful for discussing and developing plans for professional growth. Gregorc (1973) reported a Professional Development Profile (or stages of teacher career development model) and maintained that the Profile has great potential as an instrument to ascertain (1) where an individual is, (2) where he wants to be (personal goals), (3) where he should be (organizational goals), (4) how much progress is being made within pre-specified time periods, and (5) how much organizational effort (supervision, travel money, etc.) is needed to facilitate continued development. Administrators and supervisors could find the stage model useful in making plans to promote this professional growth.

New Roles for Educators

As discussed previously, teachers exhibit different professional characteristics at different stages in their careers. Administrators, supervisors, teachers, and college professors could help teachers (1) understand and interpret their own development, (2) anticipate future developmental stages, and (3) promote their own growth.

One responsibility of school administrators and supervisors is to help classroom teachers improve their instruction and facilitate their development. Based on the research on teacher career development, administrators or supervisors should provide different types of supervisory assistance and vary their supervisory strategies when working with teachers at different developmental levels. Based on the stages of teacher career development reported by Burden (1979, 1980), Table 2 provides a summary for suggested supervisory practice. Burden (1982) provided an extended discussion of the supervisory approach in an earlier report. Some of the ideas discussed here are similar to those Glickman (1981) proposed after he reviewed Burden's research (1979) and other related research studies. Briefly stated, teachers at Stage I in Burden's stage model, the survival stage, need assistance in many technical skills of teaching and a directive supervisory approach would be useful. Teachers at Stage II, the adjustment stage, would benefit most by a collaborative supervisory approach where the supervisor and teacher take equal responsibility for meeting the teacher's needs. A non-directive supervisory approach would be appropriate at Stage III, the mature stage.

Based on the stage model, administrators and supervisors could make provisions for teachers to assist other teachers, especially experienced teachers helping new teachers. Programs could be designed to help teachers examine their long-range development and achieve the objectives discussed above. Newman,

Burden, and Applegate (1980) identified a number of specific ways this could be accomplished in inservice programs. Inservice needs also would vary depending on the career stage.

Administrators and supervisors should become familiar with the new research on teacher career development so that they can provide appropriate assistance for teachers, whether they are in the induction phase or nearing retirement.

Teachers can take responsibility for helping themselves. Experienced teachers can help new teachers with the technical skills of teaching (e.g. lesson planning, record keeping, delivery techniques, discipline strategies). Experienced teachers have competence in many job skills and behaviors and are capable of objectively assessing their performance. Therefore, they could help, support, and encourage each other as they try to solve problems, modify their teaching techniques, or promote their professional development.

Based on the research on teacher career development, preservice teacher educators should examine and revise content in teacher training programs to better prepare students for their first year of teaching. Information about teacher career development also would enable preservice teachers to be aware of and anticipate professional changes which they might experience. Teacher educators who conduct graduate courses also should consider the various characteristics and needs of their students when selecting course content and designing learning experiences.

Central Questions

A number of questions arise when considering the implications of teacher career development and subsequent new roles for educators. Some of these questions are listed below.

1. What is the value of the teacher career development stage model?
2. How can recognition of the importance of teacher career development be promoted?
3. Whose domain is it to work with teachers at various stages in their career development?
4. How do teachers change as they continue their teaching careers?
5. What training and assistance is needed at various career stages?
6. How should teacher career development be related to evaluation and certification?
7. What are research concerns when examining teacher career development?
8. How should administrators, supervisors, teachers, and college professors modify their practices based on teacher career development information?

More questions could be asked, and some of these issues were discussed in this paper. These questions provide focal points for discussion when considering the implications of teacher career development.

Conclusion

Research studies on teacher career development report that teachers have different developmental characteristics at different career stages. This information can be useful for administrators, supervisors, teachers, and college professors when they help promote teachers' continuing development. To achieve this objective, though, the future roles of these educators need to be modified based on teacher career development information.

TABLE 1

TEACHERS'PERCEPTIONS OF THEIR PROFESSIONAL CHARACTERISTICS

	PROFESSIONAL CHARACTERISTICS	STAGE 1 SURVIVAL STAGE First Year	STAGE 2 ADJUSTMENT STAGE Second, Third, and Fourth Years	STAGE 3 MATURE STAGE Fifth Year and Beyond
JOB SKILLS, KNOWLEDGE, AND BEHAVIORS	KNOWLEDGE OF TEACHING ACTIVITIES	Limited knowledge of teaching methods, lesson planning, record keeping, motivating and disciplining students, and organizational skills	Increasing knowledge and skills in these areas	Good command of these teaching activities
	KNOWLEDGE OF TEACHING ENVIRONMENT	Limited knowledge of children's characteristics (e.g. personalities, behaviors, attention spans, achievement levels), school curriculum, school rules and regulations	Increasing knowledge and skills in these areas	Good command of the teaching environment
	PROFESSIONAL INSIGHT AND PERCEPTION	Limited insight into the children or school environment; unable to see themselves objectively; wrapped up in their own activities	Gradually gained insight into the complexities of the professional environment; saw children in more complex ways and were able to respond to their needs more capably	
	APPROACH TO CURRICULUM AND INSTRUCTION	Subject-Centered curricular approach; limited personal contact with the children	Transitional period with more concern for the child's self-concept	Child-Centered curricular approach; more concerned with teaching the individual child and creating a positive classroom environment
ATTITUDES AND OPINIONS	CHANGING IMAGES OF TEACHING	Adopted an image of what a teacher should be and conformed to that image; taught traditionally	Gradually stopped conforming to the image and started using techniques that worked best for them; let their own personalities come out more	
	PROFESSIONAL CONFIDENCE, SECURITY, AND MATURITY	Feelings of inadequacy; uncertain and confused about many aspects of the job; worried about how to teach and about not teaching correctly	More comfortable with subject matter and techniques; more relaxed and sure of themselves	Feelings of being a mature teacher; confident and secure
	WILLINGNESS TO TRY NEW TEACHING METHODS	Unwilling to try new methods while trying to master initial skills	Willing to continually experiment with different techniques after mastering some initial skills; saw the need to use more methods to meet children's needs	Willing to continually experiment with new techniques to increase their competence, to passively accept change, or to keep teaching interesting for themselves

TABLE 2

VIEWS OF SUPERVISION

	STAGE 1 SURVIVAL STAGE First Year	STAGE 2 ADJUSTMENT STAGE Second, Third, and Fourth Years	STAGE 3 MATURE STAGE Fifth Year and Beyond
ORIENTATION TO SUPERVISION	Directive	Collaborative	Non-directive
SUPERVISOR'S BEHAVIOR	Presenting, Directing, Demonstrating, Standardizing, Reinforcing	Presenting, Clarifying, Listening, Problem Solving, Negotiating	Listening, Encouraging, Clarifying, Presenting, Problem Solving
PRIMARY METHOD	Supervisor Delineating Standards	Mutual Contract Developed Between Supervisor and Teacher	Teacher Self-Assessment
SUPERVISOR'S RESPONSIBILITY IN SUPERVISION	High	Moderate	Low
TEACHER'S RESPONSIBILITY IN SUPERVISION	Low	Moderate	High

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